

DOCUMENT RESUME

ED 054 434

AC 010 751

TITLE

Continuing Education Director's Guide to Informal Education for Public Affairs.

INSTITUTION

New York State Education Dept., Albany. Bureau of Special Continuing Education.

NOTE

34p.

EDRS PRICE

MF-\$0.65 HC-\$3.29

DESCRIPTORS

*Administrator Guides; *Adult Education; *Audiovisual Aids; Discussion Groups; Field Trips; *Group Dynamics; Meetings; *Public Affairs Education; Public Relations; Sociology

ABSTRACT

This guide for the director of continuing education focuses upon stimulating participation in civic and public affairs education. Suggestions are given as to: (1) how to write publicity releases concerning public affairs programs; (2) which audio-visual aids should be used in a given situation; (3) how field trips can be used most effectively; (4) how to determine which type of meeting procedure can best accomplish a set task; (5) how to properly conduct an institute; (6) the uses and techniques of a conference; (7) the elements necessary for a successful workshop; (8) the purpose of a seminar; and (9) when and how to use the group discussion method, and special techniques of group discussion--the buzz session, role playing, and an audience reaction team. A chart of 32 methods, techniques, and procedures for Continuing Education and of the groups in which they are used or the behavior they are meant to elicit is given. A 43-item bibliography is provided. (DB)

CONTINUING EDUCATION DIRECTORS' GUIDE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED054434

INFORMAL EDUCATION FOR PUBLIC AFFAIRS

BUREAU OF SPECIAL CONTINUING EDUCATION
UNIVERSITY OF THE STATE OF NEW YORK
STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

AC 010 751

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CONTINUING EDUCATION DIRECTORS' GUIDE
to
INFORMAL EDUCATION
for
PUBLIC AFFAIRS

THE SOCIOLOGICAL PREMISE

The problems which justify continuing education in the various public affairs areas are precisely those problems which affect American society. These problems affect our society in two ways. First, by disturbing and attenuating the relations between individuals and the wider society, thus complicating the processes of consensus and integration. The second is in the fact that we have given education an unprecedented economic importance. Both these developments involve conflicting pressures on schools.

The disruption of social consensus, and integration consequent on rapid social change, urbanization, increased social mobility, the multiplication of secondary groups and associations, and the generally enhanced scale and rationalization of social and economic life, leads to the demand that schools undertake for the mass of people broad educative functions which were formerly fulfilled by the now weakened 'primary groups' of family, church, and neighborhood.

A Radical Break

The new work purposes of an advanced industrial society involve a radical break with the educational traditions of the past. Technical changes have altered the economic, and social situation in such a way as to make education an important determinant of the economic, political, social, and cultural character of society. The result of this technical revolution is a more intricate division of the work process, and its increased subordination to the machine. Two important consequences follow from these changes.

Research and Innovation

In the first place, since it becomes technically very difficult to manipulate output in response to fluctuations in demand, a premium is placed on the enlargement of the market as an alternative to a policy of restricting output to maintain prices when faced with a fall in demand. An expansionist drive of this kind involves heavy investment in research and innovation, which in turn involves the search for and promotion of scientific, technological, and organizing talent. The educational system

has undertaken successfully this huge task of recruiting and training on which the national economy depends.

In the second place, the new techniques radically alter the position of labor, and the educational needs of the mass of the population. Labor is integrated into a unified process of machine production. On the one hand this creates the problem of educating people, whose working lives are in danger of being denuded of constructive and creative qualities, to cultivate these qualities in their leisure time. On the other hand, it also gives man, at least potentially, a new status in the productive process. Man as technician stands increasingly in opposition to labor power as a commodity. This changed status of labor makes it essential to improve its quality, that is to say, to educate the population at large to the mastery of new knowledge, new obligations, and new responsibilities.

Continuing Education's Role

The role that Continuing Education must play in the American community structure is substantial and intrinsic. A society which lives in either diffuse suburbs or overpowering cities is without the easy access to human communication that were primary assets to frontier communities and New England villages alike. The preponderance of mass communication does not take the place of the town meeting and the street corner exchanges of information and opinion.

We live with the irony that while much of our marvelous technical progress has been made in the communications field, there is in fact less communication today on an effective, personal, and human level than at any time in history.

Professor Herbert Thelen, a philosopher of continuing education states, "Adult education should be concerned with helping people to clear up their confusions and to set new standards of thought and action that are in keeping with the realities of our society."* Of course the difficult part for the director of continuing education is determining the realities.

A New York State public school director of continuing education complains, "More people in my community are interested in my courses in interior decorating than in the seminar I am offering which explores public and private sector relationships in behalf of the environment.

The Continuing Educator's Realities

The realities, it might be suggested, for the continuing educator

*Herbert Thelen, with Lawrence Frank and Kenneth Benne, "Adult Education for a New World," The Leader's Digest: The Best from Adult Leadership (Chicago: Adult Education Association of the U.S.A.), I,6.

are of three kinds: the realities of the physical world, the social world, and the personal world.

The Physical Realities

The adult learner does not need to be part of a group in order to learn about the physical, the scientific, the technological, the empirical world. A person with education and training can come to understand, at least in general, what the physical realities are. He does not need other people to help him get the understanding he needs.

The Social Realities

The situation is much different when we come to the social realities. These realities include relations of power and status as well as the established standards set for the control of society. The social realities do not exist independently from the people they affect.

In order to contend with these realities, people have to learn to examine them. It is a duty of continuing education leadership to help people understand the social realities, especially when they are part of the problem which the group is interested in solving. Bureaucracy in the United States, civil disorder, revolt in South America, intercultural relations, and drug abuse are examples of problems with broad social implications.

The Personal Realities

The personal realities are those which consist largely of individual problems of identity, performance, and realization. Behind these lie deeper problems of fear, anxiety, hostility.

Helping people to understand the composition of personal problems --why they feel and behave as they do at home, at work, in social discourse, even at the polls, emerges, then, as program dimension for continuing education. Only when personal factors are understood can individuals relate and communicate successfully as members of a group.



STIMULATING PARTICIPATION IN CIVIC AND PUBLIC AFFAIRS EDUCATION

The director of continuing education cannot depend on a single newspaper release or a printed announcement as a common practice to bring large numbers of adults to his program at a given time to participate in a discussion series dealing with such topics as the war in Southeast Asia or the crisis in the Middle East. If by chance, one of these topics had been of the highest concern to a majority of the adults in the district, response to an announcement would undoubtedly have stimulated a reasonable number to appear. However, there are a variety of ways for a director of continuing education to ensure good participation by his adult constituency in the civic and public affairs facet of his program. The key word is "involvement".

- o Involving adults in the planning.
- o Involving adults in selection of theme and content.
- o Involving adults in choice of facilities.
- o Involving adults in leadership and leadership selection.
- o Involving adults in the ongoing operation of the program.

One very widely used technique is the organization of an advisory group made up of those persons in your community or school district who have already shown some interest in civic or public affairs. If as the director, you are not aware of the identity of these individuals, there are various sources you may turn to for help. A review of your local newspaper will usually reveal the names of persons having expressed in word or deed a concern for important public issues. The local librarian is frequently well aware of the local book users who read the literature in this field. Local office holders have frequently been a very good source of information as to the local people having a concern for civic and public affairs.

After learning of a number of local adults with a known interest in civic and public affairs, the director may invite them to an informal meeting to discuss the formation of an advisory group and the need for a continuing education activity which will provide an opportunity for adults to discuss important political, social or economic issues which concern them and/or influence their lives. The outcomes of this preliminary informal meeting should point the direction for next steps which may take on many variations from community to community. Basically, in some form, the next steps would include --

- o Development of the theme or topics for the year as shown by community interest.

- o A list of potential leadership.
- o Ways and means of involving existing local groups having a possible interest in the program.
- o A public relations or communications sub-group to utilize every possible media and device to spread the word.
- o A group to assist with each session to ensure a well managed program.
- o A group to evaluate the ongoing program and initiate changes in thrust as needed.

Coping with environmental decay provides one illustration of how a director of continuing education can stimulate participation in public affairs education.

There are a variety of services a director of continuing education can perform in behalf of the environment, but none would be so far reaching as the formation of a Continuing Education Environmental Planning Group. This should be a broad based community group who can be instrumental in bringing ideas, knowledge of conditions, leadership, and participants to continuing education programs relating to environmental education. In smaller communities it could be a good idea for neighboring school districts to work this out cooperatively.

Existing Commitment

Numerous organizations already are committed to environmental action programs. Some of these exist in your school district. Continuing education should serve to channel their concerns, their knowledge, and their spirit to the community at large. The people asked to serve as members of the Environmental Planning Group should be those who can provide leadership together with knowledge of the community or knowledge of environmental conditions. Some of the responsibilities of this group should be to:

- (1) Underline areas of local concern for environmental study
- (2) Plan broad areas of program direction
- (3) Maintain relations between relevant organizations and individuals and the Continuing Education program
- (4) Ensure relevance of environmental studies to adults of the community
- (5) Sustain environmental studies as an ongoing aspect of continuing education

Organizations

Following are some of the kinds of organizations from which support for an Environmental Planning Group might be gained:

AFL-CIO Regional Offices	Future Farmers of America
Agricultural Extension Service	Garden Clubs
American Association of University Women	Grange
American Legion	Isaac Walton League
Architects Associations	Junior League
Associations of Municipal Officials	Keep America Beautiful, Inc.
Campus Environmental Studies Groups	League of Women Voters
Chambers of Commerce	Local Government Officials
Community Action Programs	Neighborhood Associations
Conservation groups	Rotary
Farm Bureau Federation	Women's Clubs

The key to establishing a successful environmental education program lies in the degree of community representation and involvement which can be utilized. The inclusion of these kinds of groups will go a long way toward placing public school continuing education in perspective with relation to actual community education needs.



PUBLIC RELATIONS FOR PUBLIC AFFAIRS

The role of the educational publicist continues to grow in significance as the need to relate educational change to the public becomes more critical and as the public becomes more conscious of its own responsibilities in the support of the educational system.

Educational publicity has a special meaning for the director of continuing education. He depends on the news media to inform the public about program offerings, to attract and encourage participation, to gain community recognition for special continuing education efforts, and to ensure the continuance of community involvement.

In the area of continuing education for public affairs, relations with the news media have added importance. The person who seeks to improve his own station in life already has sufficient motivation to take advantage of a course in welding or typing. Those who are interested in oil painting or woodworking are likely to have been seeking opportunities to practice their skills and interests.

More Than Transmittal

Publicity about public affairs programs involves much more than the transmittal of information about prospective courses. Such publicity must serve to relate and interpret both the public issues and the continuing education process to the community in a manner in which individuals can see relevance, fulfillment, and a sense of personal involvement. Simply, publicity about public affairs programs should strive to engender validity by interconnecting what is on the front page of the newspaper with the educational page.

The Real Purpose

If the purpose of public affairs programs in continuing education is to help people obtain information and ideas which they can use toward the solution of community problems, then publicity about public affairs programs needs clearly to explain the significance of the programs by pinpointing a specific problem area and how the educational program will cope with it.

If a central school district in an area which is concerned about future growth were to initiate a seminar series on community development, it is important to cite the background information relevant to the program. Such items as the Town Board's discussions about zoning, recent speculations in land, and even local apprehensions about industrial expansion in the area need to be brought into the public information picture in order to promote the educational effort with perspective and persuasiveness.

Writing a Publicity Release

Before the Director of Continuing Education can reach the public through the press, he must understand the principles involved in writing releases. Newspapers have standards which they expect their

reporters to follow. The more closely the Director of Continuing Education follows these standards the better are his chances of getting his release published.

Newspaper stories are built in pyramid style. The most important elements are summed up in the first paragraph, the "lead". News of next importance is contained in the second paragraph and so on, with the least important news last.

If a story of 450 words is submitted to the paper and is cut to 200, it will probably be the last four of five paragraphs that will be dropped. The copy editor does not have time to rewrite your story nor the background of the subject to do as conscientious job as you would do. Many directors complain that the most important part was cut out of their stories. This is not necessarily the fault of the newspaper. The heart of the story must be in the first paragraphs and not the latter ones.

Basic Standards

The Director of Continuing Education, if he is to do a maximum job of writing his releases, should understand the basic standards and techniques commonly expected by newspapers. Here, in brief, are 11 commonly accepted principles:

1. Copy should be on white paper, size 8½ x 11 inches.
2. Release should be mimeographed or clearly typewritten.
3. Release dates must appear on top of first page.
4. Name of college or school should be found in upper right or left-hand corner.
5. Release must be double or triple spaced, on one side or paper only.
6. Copy should start halfway down first page.
7. Pages must be numbered.
8. The word "more" should appear on the bottom of a page to indicate that copy is unfinished.
9. Finish of story is indicated by an "end mark".
10. Each paragraph is ended on one page without carrying over to the next.
11. Copy should be written in good standard English.

AUDIO-VISUAL AIDS
in
CONTINUING EDUCATION

Audio-visual aids are instruments used to augment learning situations. They are essentially any device used to heighten understanding of the written or spoken word. They may be simple objects or complex technical equipment. The broad nature of audio-visual aids is illustrated by the following list:

- | | |
|---------------------------------|----------------------------------|
| 1. Chalkboards, bulletin boards | 8. motion pictures, video tapes |
| 2. charts, graphs, diagrams | 9. phonographs, sound recordings |
| 3. exhibits | 10. posters, clippings |
| 4. flannel boards | 11. radio, television |
| 5. pictures, photographs | 12. slides, filmstrips |
| 6. maps, globes | 13. trips, tours, visits |
| 7. models, specimens | |

Written and spoken words can carry the message in most learning situations, but keeping in mind that learning really depends upon clear understandings, it is important also to remember that some concepts cannot be transmitted as easily by words alone as they can be by audio-visual aids. It is one thing to know that a community's drains pour into a nearby river, but it is quite another to see a slide projection showing the river's contamination. Audio-visual aids serve to heighten the learning experience. They bring the learner closer to reality.

Misconceptions

Because audio-visual aids are tangible and because our society prizes technology, there have arisen a number of misconceptions and abuses of audio-visual aids. They do not take the place of good teaching, nor do they lessen the need for good teachers. They do not make the work of the instructor easier. In fact, their appropriate use will require that the instructor spend more time in preparation and planning or having materials prepared to his meeting with students.

Virtues

Audio-visual aids do help to give distinct impressions. They promote interest, add variety, and they give comprehensiveness to things and situations beyond the range of the students' usual run of experiences.

Audio-Visual Use

The worth of audio-visual aids depends to a large extent on how they are used. Some kinds of audio-visual aids are useful in one sense while others would be more effective in other situations. The following may be used as a check list in the selections of a particular aid or aids to be used in a specific situation:

1. Which aid will convey most effectively the kind of understanding which the instructor seeks to achieve.
2. Which aid is most suitable to the learners' interests and ability.
3. Is the material which the aid present accurate? Is it free from objectionable advertising or propaganda?
4. Is a discussion guide available for a particular aid, or can the teacher prepare one?

FILMS, FILMSTRIPS, SLIDES

As the availability of motion pictures has increased the importance of slides and filmstrips has been in danger of being overlooked. It is true that a movie is likely to be more absorbing than still pictures, but this is not always a virtue. For as the film winds on for 30 minutes or so there may be many points which the instructor might wish to highlight at the moment they are suggested on the screen, or questions which members of the group might wish to discuss but which are preempted by the continuous action of the movie.

Slides

One prime advantage of slide presentations is that they can be made quite easily by members of the class. Creating a slide presentation on some topic of community interest can be a first rate learning process in itself. Furthermore, this is a good way to involve other groups and individuals in the community. Many continuing education programs have photography courses. It could be a fine thing for these classes to help with projects which would be useful to study groups concerned with topics such as zoning, environment, and community development.

Useful Format

A useful format for a study group wishing to prepare a slide presentation would be to establish a number of committees within the group. These committees could be as follows:

1. Technical Assistance -- this group would do the camera work, arrange for film processing, and operate projection equipment. It is possible that a particular study group would have no personnel with the necessary skills and equipment. If such is the case, this would be an occasion to involve other groups such as photography clubs. Don't overlook the possibilities of certain individuals within your community.

2. Planning and Direction -- this group would select shooting

locales and outline the specific pictures needed for the presentation. It will be important for this group to achieve a high level of knowledge concerning the subject being portrayed. They will need to do a thorough job of fact finding and investigation, following which they will want to prepare a list of necessary shots. The items on this list should serve to tell the photographers which details or aspects of the various subjects should be emphasized.

3. Written Commentary -- however effective the pictorial message, the full effect of the slide presentation cannot be borne by pictures alone. The real purpose of pictures is to underscore ideas and to provide an experiential situation for the understanding of ideas. But ideas must be transmitted by words, and this is where the writing team come in. They too will need a comprehensive knowledge of the subject in question and will need to have done their homework in order to write an effective script. A script written to accompany a slide presentation must have three qualities to be effective. It should be brief, pointed, and interesting. It should be brief because we do not want to overwhelm the impact of the pictures with words. The script should say precisely what the pictures mean, and it should say it interestingly and without gimmicky phrases. It is not always necessary to write a commentary for each picture in the slide presentation. Some of the slide sequences will show different views of the same subject and a single comment can sometimes encompass two or three slides.

Commentary

Essentially, the commentary will include three kinds of statements: interpretive, analytic, and quantitative. The first will suggest the wider meaning of what is seen on the screen, its social or economic implications, for example. The analytic statements will reveal exactly what it is we are looking at and why. The quantitative statements will offer additional information concerning such factors as cost, demographic data, time, distance, etc. Think about the possibilities of taping the script.

4. Dissemination -- one of the benefits of a project which involves both learning and creativity is that the product can find utilization beyond the confines of the classroom, and it will continue to do so long after the formal class sessions have ended. In order to ensure maximum utilization of the slide presentation there will need to be sufficient liaison between the study group producing the presentation and the various groups in the community who could profit from exposure to it. A tacit but extremely effective community relations advantage will accrue to the entire continuing education program as a consequence of this kind of service.

In addition to the special subject knowledge which the dissemination group will have gained, they will have the opportunity to acquire

new insights into the attitudes, organization power structure, and personalities which determine the community.

The slide film presentation has been used here illustratively because of all the media which use film it is the easiest to work with. It is also relatively inexpensive, and 35 millimeter cameras are commonplace possessions. Furthermore, the kind of activity suggested here could be channelled into other forms of creativity: film making, radio and television programs, and the preparation of video tapes. While these latter demand a great deal more sophistication, both in terms of equipment and technical knowledge, many communities have both. These resources can be found in public school systems and in institutions of higher education.

Films

Usually when we think of films we think of those which have been produced commercially, and no educator is a complete stranger to them. Nevertheless, not to give them some emphasis here would be remiss. Many of the commercially produced films are created specifically for the young audiences, and those who will be responsible for acquiring films for continuing education purposes must be careful not to be trapped by titles. Often titles and subject matter which appear highly appropriate for an adult class, are in reality much too juvenile to sustain adult interest.

Sources

There are many sources from which films can be secured, often at no cost, or at moderate rental fees. Lists can be supplied by contacting sources such as these:

- The State Education Department
- The State Conservation Department
- The State Department of Health
- The New York State Office for Local Government
- The New York State Office for Planning and Coordination
- The New York State Department of Commerce

- The U.S. Office of Education
- The U.S. Department of State
- The U.S. Department of Agriculture

- Manufacturers
- Local dealers in photographic supplies
- Visual equipment and supply houses
- Public libraries
- The State University
- Public Schools

How a film is used is nearly as important as the film itself. The

leader should at least do the following by way of preparation:

1. Read the teaching guide which comes with the film.
2. Review the film before showing it to the group.
3. Prepare lists of questions, which the film might answer and which the group can discuss.

FIELD TRIPS

Quite obviously field trips take on an added meaning when applied to the education of adults. Adults cannot be transported about in large groups at fixed hours, and their participation is voluntary. Although field trips for adults may require greater finesse in their preparation, they can provide a significant dimension to adult learning.

Continuing education in the field of public affairs is to a large extent concerned with helping adults understand situations and conditions. These may be social or physical, and very likely both. Knowledge gained through first hand experience is the aim of a field trip. Establishing field trips or experiential situations will do much to help adults understand what is really happening behind the scene of their daily routines. Field visits should provide adult participants with opportunities to observe conditions, as in the case of a group studying the local environment. They should also provide participants with opportunities to talk with people.

For Small Groups Too

It must be recognized that many of the field trip experiences are not possible for large groups nor for entire classes. However, participation in field trips by smaller groups and by individuals will create within the class a wide variety of experiences which can then be relayed via reports and other presentations to all the program participants. Small group and individual field trips can often be arranged by the participants themselves at hours more suitable to their own schedules.

Taking drug education as an illustration, consider the following experiential possibilities which could be accomplished by individuals or small groups:

1. Halfway houses, if they will permit operators to talk with patients, staff; ex-addicts on staff may be especially helpful.
2. Juvenile detention centers, to observe instances of arrest incarceration and to hold discussions with staff and defendants facing incarceration in a detention center or

jail, with the experience of being locked in or working for one day as an aid in a withdrawal hospital or treatment center for first hand observation of drug effects.

3. Courthouses for discussions with judges, lawyers, prosecutors, probation officers, possibly defendants.
4. Mental hospitals and drug treatment units for discussion and observations.
5. Young peoples' meeting places - churches, stores, inns, parks, youth centers.
6. Houses for runaways and crash pads or drop-in houses for young drug addicts.
7. Rock music halls - psychedelic sounds and lights, radio stations with audience participation rock programs. Here the leadership should indicate in particular the young peoples' reaction to bombardment of the senses; and how they enjoy the stimulation of immersion in sound, sight, and rhythm combined with kinetic activity. (dancing). Contrast these with the less stimulating activities of the classroom. The adult participants might be wise to contrast their own feelings at the end of the evening at a rock den with their feelings after a usual evening at home in front of the TV.
8. Youth-audience movie houses.
9. High school chemistry department or college of pharmacology for practical information and observation about drugs.
10. Research laboratories to observe drug experiments.
11. Offices of social workers for observations and interviews.
12. Where practical, visits to local schools for observation of both desirable school situations and those which may not be deemed conducive to good behavior.

It is highly advisable in order to assure productive interviews and to insure against failures that directors of continuing education and program leaders check out field trips and interviews in advance.

MEETINGS

While it may be less than comforting to realize, community action normally results from a series of meetings. Clubs, agencies, and organizations represent potentially one of our society's most potent forces. Frequently it is through these voluntary groups that public opinion is molded. Group discussion is in large measure dependent on meetings as channels of understanding. It is important for the Director of Continuing Education to have a clear concept of the types of meetings which may be used to promote action.

Four Determinants

There are four primary steps which the Director must take in order to determine which type of meeting to select.

1. What will be the purposes of the meeting? What is expected from it, and what does one hope to accomplish?
2. Who are the people to be reached?
3. How can the message be conveyed?
4. What are the problems to be solved in organizing the type of meeting decided upon?

The importance of choosing the right kind of meeting procedure to accomplish a set task cannot be underestimated.

INSTITUTE

An Institute is a training meeting; it brings people together who are interested in a specific field. New material is presented to add to the knowledge which the participants already have. The Institute may be a series of meetings of one day or several days' duration.

Problem solving, instruction, and information will be obvious at an institute. An institute is one of the most common forms of continuing education. Its utility lies in the fact that it fosters intensive learning over a short period of time. In holding an institute, effort must be maintained to develop informality and opportunity for participation and expression. The institute, when fully exploited as a continuing education device will make use of many techniques such as buzz sessions, role playing, and group projects.

Planning

An institute proceeds on a well organized program which is administered by those who are knowledgeable in planning activities for group participation. The program planners will delegate responsibilities with effective follow-up communication. Planning, committee work, and

close evaluation are the essential ingredients for staging an institute.

Properly conducted, the institute will have real value to both individuals and organizations. This is true because the institute represents democratic involvement, and clear channels of communication running all the way through.

A typical institute pattern:

1. Keynote address

Important to defining goals and issues, it establishes the tone and helps move the participants toward a solution to the problems at hand.

2. Small discussion sessions

Following the keynote address, usually planned that the group move into small discussion sections with a leader for each. It is highly desirable that a commitment should evolve from these sections. This commitment may be in the form of reaffirmation of goals, or it may be in the form of a specific plan of action.

3. Reassembly

At strategic intervals the small groups may reassemble either to gain new inputs for their discussions or summaries of progress in the institute. If the institute is held for just one day, the second assembly may come at the end of the day.

Limitations

The institute has some limitations. One of these is that goals are not always realized. Even though participants, while at the institute, may really get fired up about taking some course of action, either for individual improvement or in behalf of some organization or community, there is likely to be a sharp falling off of effort once the individual returns home, facing a different set of social realities than those which obtained at the institute.

CONFERENCE

A conference is a meeting of people in either small or large groups. Two people can constitute a conference, so can a hundred. A typical characteristic of a conference is that it generally carries a descriptive adjective designating the precise nature of the conference. A foreign affairs conference, a conference on urban planning, a conference of community group leaders are examples.

Conference participants are usually a close knit group who consult formally with each other on common interests, limiting those interests to those to which they give the most serious consideration.

Techniques

The techniques which are employed at a conference are determined mainly by the number of conference participants and the facilities which are available to them. We may have either a working conference or an education conference. Working conference patterns are technical in nature and thereby limited in the number of participants. Educational conferences generally bring more people together. They have a central theme designed to promote some single overriding idea.

As in the institute a variety of techniques for discussion may be used (see section on discussion techniques) such as round table discussions and panels. One of the limitations of a conference is that planners cannot always be certain that people will attend. Frequently participants attend conference because they are required to do so. Another limitation is that it is difficult to evaluate what has been accomplished at a conference and what will be done by way of follow-up.

WORKSHOP

A workshop means precisely what it says. It is a meeting of people who work together in small groups, usually on problems which they have enunciated for themselves. Complete participation is the basic premise of the workshop. The workshop format is likely to be less structured than the institute or conference, but it does need certain elements.

These include problem identification, survey of attempted solutions, and ample reference and background material. Speeches are kept to a bare minimum, and these are for purposes of cross fertilizing ideas and experiences. An atmosphere conducive to small group work processes should be given priority attention. A variety of group discussion techniques will be used, keeping in mind that informality is essential in order to engender participation.

Leadership

Workshop leadership normally consists of a coordinator and as many resource persons as are necessary. Each group can select its own chairman, but it might be very fruitful for them to try to get along without one.

Planning a workshop requires delicacy. How to plan a workshop without predetermining the deliberations and regimenting the participants is an exercise in walking a thin line. Keep in mind that individual growth is the single most desirable outcome of a workshop.

SEMINAR

The purpose of a seminar is usually to enable a small group of people to study a subject under the leadership of someone who has achieved status in the field. Seminars are closely related to research. Participants bring with them backgrounds in training and experience pertinent to the subject. Formal presentations are followed by open discussions. A seminar may deal with material which is beyond the ability of the person with only general knowledge of the subject to comprehend.

While the seminar enables members to learn under able leadership, its effectiveness is often limited by the short duration of its sessions, one or two hours, which preclude the full development of complex ideas. The seminar is an excellent means of presenting information systematically. It is used to identify and explore problems.

The Personnel

The seminar director is someone with broad knowledge of the subject to be studied. He retains control of the seminar at all times. He may be called upon to fill several roles -- coordinator, teacher, resource person, discussion leader. The seminar director should be able to direct individual and group study. He needs to help others assume their share of responsibility for study and discussion.

The seminar members most frequently are people with similar background, especially as it relates to the subject being studied.

Free Exchange

The communication pattern of the seminar provides for the presentation of information by the director, by resource people, and by members of the seminar group.



GROUP DISCUSSION

What It Really Is: group discussion is a conversation with a purpose which involves thinking about a subject of interest common to the participants (six to twenty people). The discussion takes place under the supervision of a trained leader. His supervision should be confined to maintaining principles, seeing that participants have fair opportunity, and that various sides of the subject receive honest consideration. The discussion leader has an obligation to both the subject at hand and to the participants.

Not all topics lend themselves equally well to the group discussion method. The following values will be helpful in determining whether a topic is suitable for group discussion:

1. It holds sufficient interest for the member of the group.
2. The participants have or can acquire sufficient knowledge to discuss the subject intelligently.
3. The subject for discussion is stated in understandable terms.
4. The subject is of sufficient dimension to encompass different points of view.

The Method

The group discussion method has a number of attributes which make it a useful tool for continuing education. It has a high degree of flexibility. It serves to identify as well as to inform. It can help a group plan a course of action. It can identify and help develop leadership elements within the group. It can assist in the formation of relationships among participants and between participants and ideas brought out by the amplification of the subject under consideration.

The group discussion leader serves as a guide. He may not be a ranking authority on the subject at hand, but he does need enough knowledge to understand the dimension of the subject and the ideas which it generates. Discussion groups generally find it useful to rotate leadership. Leadership turnover serves two functions. It assists in the development of leadership personnel, and it provides the group with a variety of insights and stimuli.

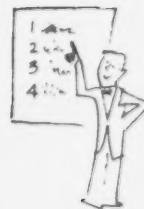
A co-leader may record the discussion of the group, develop questions, or outline the deliberations.

A resource person may be utilized by the group for reference regarding a particular point. Members of the group may question him about any information important to the discussion subject.

An observer is frequently asked to serve the group. The observer does not participate in the discussion. His job is to observe the group process at work, make notes and share his reaction with the participants for the purposes of improving relations within the group and improving the quality of the discussion.

The participants are all members of the group who take an active part in the discussion. Remember, listening is active too. They are also interested in the outcome of the discussion, and they are willing to prepare for the discussion. Furthermore, they are all cognizant of a shared responsibility for ideas, opinions, and information.

The process of the group discussion is one in which the participants speak to one another and to the leader. The leader does not speak as frequently as the participants; but the times which the leader does speak are governed by the extent to which the group accept their responsibilities for the discussion. The group discussion is essentially a conversation. It is not a series of speeches. Furthermore, a good share of the conversation should not be routed through the leader.



SPECIAL TECHNIQUES OF GROUP DISCUSSION

THE BUZZ SESSION

The buzz session is an audience divided into several small groups, meeting at the same time in order to discuss a specific topic, or to perform a set task.

These groups (buzz groups) meet for a relatively brief time. Their purpose is a simple one -- developing questions for a speaker, for instance.

The buzz group is a means of enabling people attending a large group meeting to respond to the major presentation of the meeting, whether that presentation is from a speaker, a panel, or a film. The buzz group gives people an opportunity to elaborate on a theme, to differ with an opinion and to examine information. Individuals reluctant to speak in front of a large audience will participate freely in a smaller and less formal group.

The Chairman's Job

Before the meeting the chairman must make clear the assignment of each buzz group. Will each discuss a separate topic or will they all discuss the same general idea?

A plan for leadership should be developed. The chairman must decide whether he will appoint buzz group leaders or have each group appoint their own. Should they operate without leaders? Should the groups have a recorder?

A meeting place for each buzz group must be ascertained in advance, determining that it has adequate facilities for the job at hand, at the time when they will be needed.

The contribution of each buzz group must be utilized, and the chairman needs to decide well in advance how this will be accomplished. How will the report be made to the total group? Who will make the report?

Advantages

This group discussion technique makes it possible for a fairly large number of ideas, questions, or suggestions to be procured within a short time. The buzz session also makes it possible for everyone involved in a larger meeting to have an opportunity for active participation. The buzz session also serves to tie the group closer to the resource people by making it possible for the group to indicate their feelings, ideas, and questions to principal speakers, hence ensuring a higher degree of relevance.

ROLE PLAYING

Role playing is acting out a situation by members of a learning group. It utilizes the inherent relationships among people involved in the situation which is being studied. Role playing involves not only the creation or re-creation of a particular set of circumstances, but it also involves careful observation and discussion on the part of all members of the group.

Role playing has achieved wide acceptance as a means of augmenting group discussion. There are several reasons for its use.

- o To highlight facets of an interpersonal problem so that they can be discussed, understood, and perhaps acted upon.
- o To engender understanding of other persons views and feelings. Other persons may mean institutions and organizations.
- o To help predict how people might react in certain circumstances.
- o To promote skill training in problem solving.

The Necessary Personnel

The leader sets up the role playing situation. He needs to understand the uses and limitations of role playing. He should also direct the ensuing discussion. He may stop the role play from time to time in order that the group may question the players regarding motives and other factors.

He will decide when a particular aspect has been explored long enough and then shift the players to a different set of circumstances. He may also insert new players into the cast in order to more completely explore a situation from more than one set of viewpoints.

The players are members of a group. They may be volunteers or they may be selected. Experience in acting is of no consequence here. What is important is that the players be sincere in putting themselves in someone else's role.

The audience are those who observe the role play. They support and question the players. They take part in the ensuing discussion. Some of the audience may change roles with the players.

Advantages

One of the principal advantages of role playing is that the audience will be stimulated to observe and listen with high interest. The presentation is more vivid than one in which material is presented by a speaker or by simply talking about a situation.

AUDIENCE REACTION TEAM

An audience reaction team uses three to five representatives from the audience to help clarify the presentation of a speaker or other resource person. They serve as intermediaries between the speaker and the audience. They also serve the speaker by helping to keep his presentation on target with respect to the audience he is trying to reach.

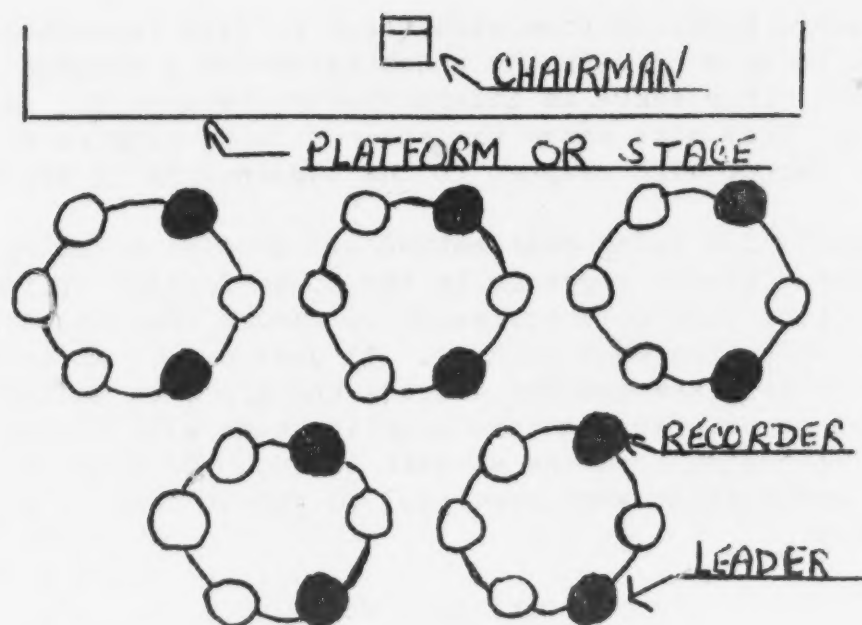
The reasons for using this method all involve bringing a speaker and the audience closer together in the communication of ideas. The audience reaction team does not exist to ensure that the speaker tell the audience what they want to hear. It does exist, at least in part, to help ensure that the speaker address the group on matters they most want to learn about. An audience reaction team will request clarification or amplification from the speaker in much the same way members of an audience would if it were practical to permit them to question the speaker freely.

For Difficult Material

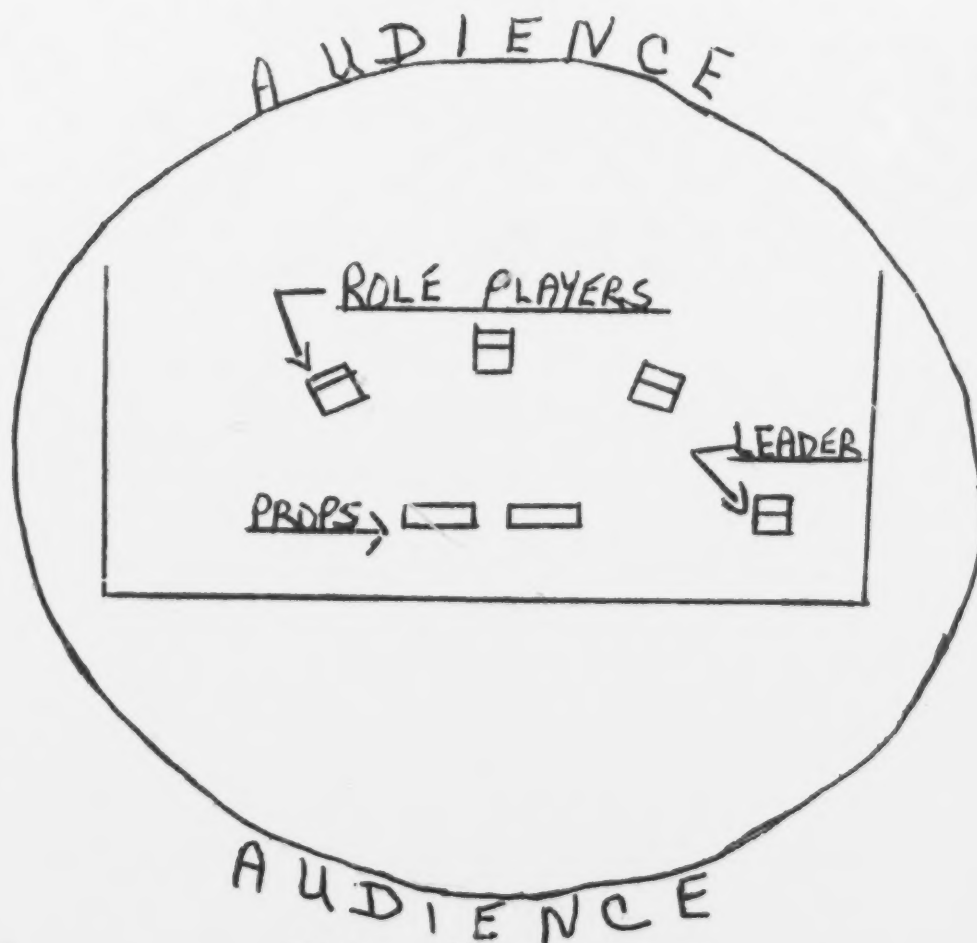
The reaction team can be used advantageously when subject matter is difficult to understand, and when the size of the audience prohibits open exchanges with the speaker. Of course one contingency factor is the attitude of the speaker toward working with a reaction team. The idea would need his accord; not all speakers will feel comfortable in this kind of situation. The audience reaction team is used to augment a speech, an interview, or a demonstration. (see pages 20,21)



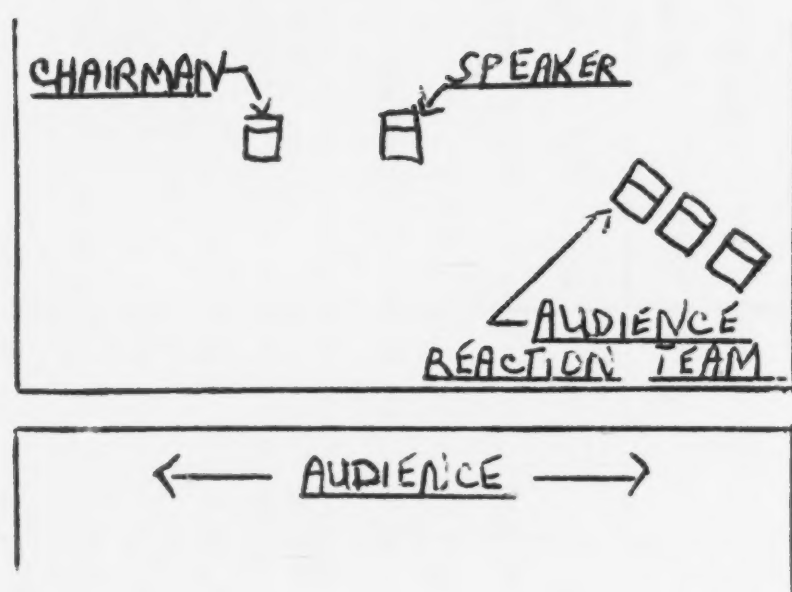
BUZZ SESSION



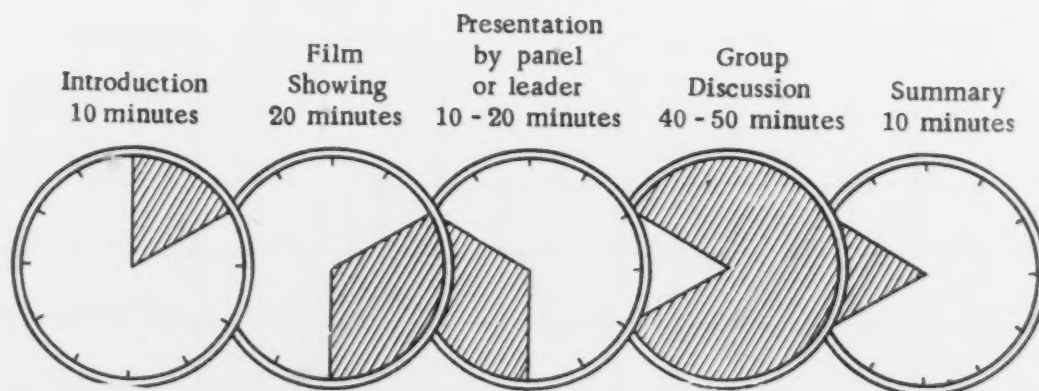
ROLE PLAYING



AUDIENCE REACTION TEAM



SUGGESTED TIMETABLE FOR MEETING



TECHNIQUES - METHODS - PROCEDURES

THIRTY-TWO METHODS, TECHNIQUES AND PROCEDURES FOR CONTINUING EDUCATION																			
		For large groups	Small group tech.	One point of view	Several viewpoints	Aud. represented	Visualized	Carry on dialog	Communication Aid	Stimulate creativity	Change attitudes	Problem solving	Program planning	Detailed study	After presentation	Experts needed	Group involvement	Practical application	Group practice
Apprenticeship			X								X	X		X		X		X	X
Aud. React. Team	X				X	X			X						X				
Brainstorming			X		X					X									
Buzz Session			X		X			X				X							
Case Study			X								X	X		X					
Colloquy	X				X	X		X											
Committee			X					X			X	X	X	X					
Conference	X											X	X						
Convention	X				X								X						
Demonstration							X				X					X			
Discussion Group			X		X			X			X	X	X						
Drill			X	X		X											X		X
Field Trip or Tour							X				X								
Forum	X														X				
Idea Inventory			X		X	X				X							X		
Individual Investigation											X	X		X				X	

THIRTY-TWO
METHODS, TECHNIQUES
AND PROCEDURES
FOR CONTINUING EDUCATION

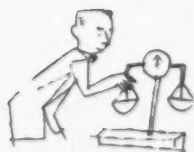
	For large groups	Small group tech.	One point of view	Several viewpoints	Aud. represented	Visualized	Carry on dialog	Communication Aid	Stimulate creativity	Change attitudes	Problem solving	Program planning	Detailed study	After presentation	Experts needed	Group involvement	Practical application	Group practice
Institute	X												X		X			
Interview	X						X	X							X			
Lecture	X		X												X			
Listening Team	X			X				X						X				
Panel	X			X			X											
Project		X		X					X	X	X		X		X	X		X
Question Period				X	X		X	X						X				
Quiet Meeting		X		X	X				X						X	X		
Role Playing				X					X	X	X							
Screening Panel	X			X	X							X			X	X		
Seminar		X									X		X		X			
Short Course													X		X			
Skit			X				X											
Speech (lecture)	X		X					X							X			
Symposium	X			X									X		X			
Workshop		X					X			X	X		X		X			

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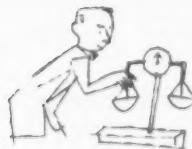
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